

DIGITAL COMPETENCY IN HYBRID CLASSROOMS: ENHANCING TEACHER READINESS FOR BLENDED LEARNING SUCCESS

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Abstract Blended learning has transformed the traditional classroom, requiring teachers to possess robust digital competencies. This paper explores the critical digital skills needed for effective hybrid teaching and examines the current level of teacher readiness across different educational contexts. Using survey data from 150 teachers in Uzbekistan and comparative insights from international practices, the study identifies priority areas for professional development and policy recommendations.

Key words: Blended learning, mixed-methods, digital competency, correlation analysis, hybrid instruction

1. Introduction

Blended learning combines face-to-face and online instruction, offering flexibility and personalized learning. However, the transition demands a new skill set from educators—ranging from digital content creation to online engagement. Despite growing emphasis on ICT integration, many teachers lack the necessary training and support to fully utilize digital platforms. This paper investigates the core digital competencies required and assesses current proficiency levels among educators.

2. Methods

2.1 Research Design

<https://newconference.ru/index.php/Ireland>

A mixed-methods approach was adopted, including surveys and interviews with teachers, alongside international literature review.

2.2 Participants

The study included 150 secondary school teachers across urban and rural regions of Uzbekistan. Stratified sampling ensured representative coverage.

2.3 Data Collection

Quantitative data was gathered using a digital competency self-assessment questionnaire. Qualitative data was obtained through semi-structured interviews with 20 educators.

2.4 Data Analysis

Statistical tools (SPSS) were used for descriptive and correlation analysis, while thematic analysis was applied to interview responses.

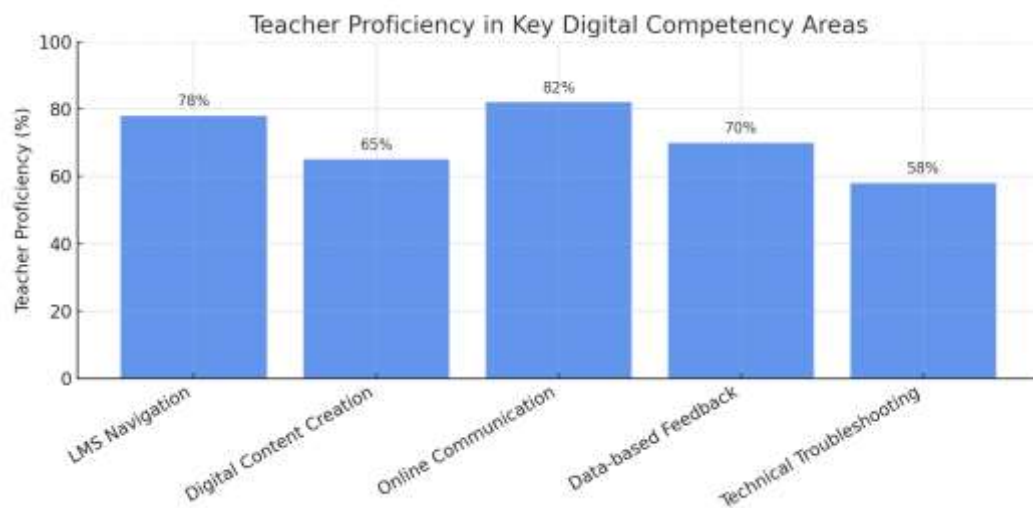
3. Results

3.1 Teacher Proficiency in Digital Competency Areas

Table 1: Self-Assessed Digital Skills (%)

Digital Competency Area	Proficiency (%)
LMS Navigation	78
Digital Content Creation	65
Online Communication	82
Data-based Feedback	70
Technical Troubleshooting	58

Figure 1: Teacher Proficiency in Key Digital Competency Areas



3.2 Interview Highlights

- Many teachers felt confident using messaging tools, but lacked skills in content creation and digital assessment.
- Teachers in rural areas reported insufficient access to stable internet and technical support.
- High-performing educators cited ongoing peer collaboration and school-level training programs.

4. Discussion

The data reveals that while basic communication tools are well adopted, gaps remain in higher-order competencies such as data-driven feedback and digital resource design. Comparatively, systems in Finland and Singapore emphasize digital pedagogical training from teacher education onward.

Developing these competencies requires structured professional development programs, supportive digital infrastructure, and embedded mentorship models. Tailoring training to specific competency gaps can enhance readiness and long-term adoption.

5. Conclusion

To ensure successful implementation of blended learning, teacher readiness must extend beyond basic digital literacy. Focusing on practical digital competencies aligned with classroom realities will empower educators to deliver engaging and effective hybrid instruction. Policymakers should invest in targeted training, peer learning platforms, and localized support systems.

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